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ABSTRACT

A survey of Community Colleges of Spokane (CCS) employees was conducted to identify the strengths and weaknesses of internal communications at CCS, to determine the colleges' image among their employees, to evaluate the colleges' delivery system, and to provide information regarding future directions. Survey results, based on responses from a total sample of 472 employees, included the following: (1) employees rated themselves and college administrators higher on individual communication than on group communication; (2) accuracy of information given to students prior to enrollment was rated low; (3) employees tended to have more favorable attitudes about their immediate supervisors and about college administrators than about district administration; (4) employees rated their own skills higher than that of their supervisors, college administration, and district administration; (5) part-time employees were more satisfied with CCS than full-time employees; (6) classified staff were less satisfied than other employees with advancement opportunities; (7) employees were generally satisfied with job assignments; (8) part-time employees were less satisfied than full-time employees with job security; (9) employees believed the institution was properly recognized by the public and area high schools; (10) CCS was perceived to be fulfilling its mission and goals; (11) the most frequently mentioned concern was with the level of respect for individuals by district administration; and (12) almost 50% of the employees felt various quarterly schedules should be consolidated. The survey instrument is appended. (LAL)

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Community Colleges of Spokane

Employee Survey

20824

January 1985

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JC 850 518

COMMUNITY COLLEGES OF SPOKANE

EMPLOYEE SURVEY

20824

January 1985

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PURPOSE AND OBJECTIVES

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Purpose

This research project will assist the Community Colleges of Spokane Needs Assessment Task Force in evaluating the various programs of the colleges, the level of awareness and understanding of the employees, and the communication network between administrative units, in order to establish the future direction of Community Colleges of Spokane in an increasingly competitive environment.

Objectives

- To identify the strengths and weaknesses of internal communications.
- To determine the image of Community Colleges of Spokane among its employees.
- To evaluate Community Colleges of Spokane's delivery system.
- To provide information to the task force regarding future direction for the colleges.

METHODOLOGY

METHODOLOGY

This research project consists of three separate phases. The first phase is for identifying areas of interest to employees, and designing the appropriate vehicle for eliciting information. (Questionnaires for this phase were mailed to all employees on July 30, 1984.)

The second phase--a series of four focus groups and eight part-time employee interviews--further refines and clarifies the areas of interest, and provides the appropriate base for developing the questionnaire for the last phase. (The focus groups were conducted on the 26th and 27th of September, 1984; the interviews with part-time employees were conducted during the first week of October, 1984.)

The third phase of this research employs the final questionnaire, as it appears in the Appendix. (Self-administered questionnaires were sent to the employees on the 9th of November, 1984.) The results are based on a total sample of 472 employees.

With a sample of 472, one can be assured the results will not vary by more than the amounts indicated in the following table:

Survey Results	Error Range
10%	±2%
50%	±4%

In other words, should the survey results indicate 50% of the sample responding in a particular fashion (the case associated with the largest possible error), the results will not vary by more than plus or minus four percent in 95 out of 100 replications of the study.

Mean, variance, and z-tests are used as statistical tools for analysis.

CONCLUSIONS

CONCLUSIONS

Internal Communication

- Employees, in general, rate themselves, their immediate supervisors, and SCC/SFCC/IEL administration higher on individual communication (formal and informal) than group communication (page 19).

- Effectiveness of group communication, particularly by the members of the administration, is perceived to be low. District administration's unsatisfactory listening skills may be responsible for this problem (page 17, 19).

- In general, it is the perception of the surveyed employees that the attitudes of SCC, SFCC, and IEL toward each other are somewhat unsatisfactory (page 21).

- Surveyed employees tend to rate the accuracy of the information given to students prior to enrollment as 2.7, which is less than satisfactory (3.0) (page 23).

- Administrators are more satisfied with their own awareness of job openings than are the faculty or the classified staff (page 21).

Employee Attitudes

- CCS employees tend to have a more favorable attitude toward their immediate supervisor and SCC/SFCC/IEL administrators than toward the district administration staff (pages 15, 16, 17, 18, 19, 27).

- Employees who have been with CCS less time tend to be somewhat more positive toward the institution (pages 22, 23, 24, 29).

- In almost all areas covered by the survey, employees tend to rate their own skills better than the skills of their immediate supervisor, SCC/SFCC/IEL administration, or district administration (pages 15, 16, 17, 19).

- The level of recognition and respect received tends to follow the same patterns as employee perceptions of their immediate supervisors, SCC/SFCC/IEL administration and district administration communication skills (pages 16, 18).

- With few exceptions, part-time employees tend to be more satisfied with CCS than do their full-time counterparts (pages 15, 17, 20, 21, 27, 28, 30).

- Classified staff are less satisfied than other employees with advancement opportunities (page 29).

- In general, the employees are satisfied with their job assignments. The faculty and the administration are more satisfied with their job assignments than are the classified staff (page 26).

- Part-time employees are less satisfied than full-time employees with their job security (page 26).

Delivery System

- CCS employees believe the institution is properly recognized by the public and the area high schools. They perceive the recognition and respect paid Community Colleges of Spokane by public-at-large to be greater than by area high schools. Four year institutions are perceived to pay somewhat less respect and recognition to CCS than do public-at-large and area high schools (page 24).

- Community Colleges of Spokane is perceived to be fulfilling its mission and goals. Surveyed employees consider the institution to be equally successful in meeting the needs of business and industry, providing community service opportunities, and meeting the needs of academic/transfer education (page 22).

Future Direction

- The level of respect for individuals by the district administration is the most frequently mentioned concern of surveyed employees (page 33).

- Almost one-half of all surveyed employees feel the various quarterly schedules should be consolidated (page 32).

RECOMMENDATIONS

- Internal communication has been defined as an area where an opportunity exists for improvement. According to those who responded to the survey, district administration should clearly communicate changes, new decisions, job openings, and all other communication-related items to all employees quickly and equally. While weaknesses normally appear in employee communication surveys, communication (both up and down the organizational structure) is one area where almost continuous change needs to be considered. A real desire on the part of management, to strengthen communication channels can be the most visible and, therefore, effective means of cementing the bond between management and subordinates. This opportunity should never be overlooked.

- Community Colleges of Spokane should undertake internal programs to draw the three separate entities (SCC, SFCC, and IEL) closer together. There is an apparent feeling, on the part of employees, that the feelings each entity has for the other are not as good as they could be. Though a spirit of competitiveness is normal in this situation, it can also have a negative impact on employee morale, etc. A suggested solution might be the institution of quality circles that cross the boundaries of the campuses (several representatives from each in a single circle, for instance).

- Classified staff appear to be less than satisfied with the lack of career advancement (real or perceived) they encounter. While this situation is not totally solvable as a result of the boundaries of the civil service system, its effect can be softened by ensuring on a regular basis that classified employees understand the system and the inherent differences when compared to the private sector. In other words, the lack of career advancement should not be "glossed over" but the benefits of the present system should be regularly communicated.

- Recognition and respect (particularly from top management) are important elements in employee's feelings about their employer. CCS employees tend to rate these areas less than other employee groups surveyed by GMA in the past. Above all else, these may be the most important in terms of employee morale. Regular, on-going recognition programs, such as "employee of the month," "president's club," etc., have proven effective for other organizations in the past. In addition, longevity incentives (20 year club, for example) are important.

- Consideration should be given to consolidating the various quarterly schedules. Nearly 50% of the surveyed employees think this is a good idea. Many cite the ineffectiveness and obvious excess cost associated with separate schedules as a factor in their opinion. A consolidated schedule might also be helpful in bridging the gap between the various units.

- Generally, CCS employees feel very positively about the organizations success in meeting its mission and goals. This is evidenced by the ratings they gave to their perception of the recognition received from area high schools, four-year institutions, and the general public. In the eyes of the total employee base (and all employment categories except "classified"), recognition received from the public is highest, followed by area high schools, and then four-year institutions. This suggests the rewarding and valuable aspects of their jobs. The fact that the recognition from four-year institutions received the lowest rating indicates a possible area for "image" improvement.

- The wellness program should be continued and promoted as an alternative to stress. Workloads are rated average, while stress is rated higher. It could be perceived as a valuable benefit providing necessary stress reduction.

- Hiring practices, the job posting system, and the personal evaluation process must be carefully scrutinized and re-assessed. Employees are less satisfied with the whole process and major inroads to increased morale could be made here.

- Orientation of new employees, particularly part-time faculty, is an area of perceived weakness. This feeling of inadequate orientation, over time, can create an internal dissatisfaction with the whole organization. A formalized orientation program directed at part-time faculty is suggested.

- This study should be repeated at a later date (one to two years) in order to measure improvement in all conditions identified here. When improvement can be seen, it must be communicated as a possible reinforcement.

HIGHLIGHTS AND OBSERVATIONS

Reader Note

All ratings in all tables throughout this report--unless otherwise specified--are based on a five-point scale, with one representing the unfavorable end of the scale, and five representing the favorable end.

It should also be stressed that most employee surveys, particularly those of a self-administered nature, usually result in ratings less than would be found on other types of surveys. The reasons for this are two fold:

- Though non-response bias (the effect on the data of those who do not respond) cannot be determined, there is a tendency on the part of those employees who are less than satisfied to respond in greater numbers. Similarly, satisfied employees tend not to respond in the same way.

- Employee surveys generally provide a forum for less than satisfied employees to express their concerns.

The results of the employee survey discussed in this report should, then, not be compared to any "average" data. What is important is the relative differences of the ratings compared to the categories of employees and the various attributes or items rated.

Where normative data is available or, where GMA experience with similar studies is applicable, appropriate comments have been inserted.

HIGHLIGHTS AND OBSERVATIONS

Description of Surveyed Employees

- Area of Employment

  Almost four in ten (39%) work for SCC, 26% for SFCC, 17% for IEL, and 10% for the district office. (Ten percent did not respond).

- Status

  The majority (70%) of respondents are full-time employees; 22% are part-time. (Nine percent did not specify).

- Employment Category

  Almost one-half (45%) of surveyed employees are members of the faculty, 36% are classified staff, and 8% are administrators. (Eleven percent did not respond).

- Length of Service at CCS

  The majority (60%) have worked at CCS over five years; 10%, three to five years; and 21%, fewer than three years. (Nine percent did not specify).

Internal Communication

- Responsiveness and Openness

Surveyed employees tend to be the most satisfied with their own responsiveness to new ideas and openness to comments and criticism. They rate their immediate supervisors and SCC/SFCC/IEL administrators highly. The district administration is perceived to be somewhat less responsive to new ideas, and less open to comments and criticism.

Part-time faculty view their immediate supervisors and the district administration more favorably with respect to their responsiveness and openness than do their full-time counterparts.

The faculty and administrators tend to perceive the district and the IEL/SCC/SFCC administration and their immediate supervisors better in their openness to comments and criticism than do the classified staff.

Those who have been employed by CCS fewer than three years tend to view the responsiveness of the district administration to new ideas more favorably (2.9) than do older employees (2.7 for those who have been there three to five years, and 2.5 for those who have been there more than five years).

The employees who have worked for CCS fewer than three years also tend to rate the district administration's openness to comments and criticism more favorably (2.7) than do those who have worked there longer (2.4 for those who have been there three to five years, and 2.1 for those who have been there more than five years).

There are two trends detailed here (which appear throughout the report) that require additional comment. In most recent surveys of this nature conducted by GMA, there is a tendency for all personnel-related items to be rated less on a scale of 1 to 5 the further up the organizational ladder the rated individual is. For example, executive management will normally be rated less in most aspects when compared to the rating of the employee's immediate supervisor. The results of this study appear to hold true to that historical observation.

In addition, normally, the longer a person is employed by an organization the less the rating (on a scale of 1 to 5) that organization can expect. Here too, this study shows no tendency to deviate from that norm.

Responsiveness to New Ideas

	Total	Status		Employment Category		
		Part-Time	Full-Time	Faculty	Classified	Admin.
District admin.	2.6	3.0	2.5	2.7	2.4	2.9
SCC/SFCC/ IEL admin.	3.2	3.2	3.2	3.3	3.0	3.6
Immediate supervisor	3.4	3.7	3.3	3.5	3.3	3.7
Yourself	4.0	4.1	4.0	4.1	3.9	4.0

Openness to Comments and Criticism

	Total	Status		Employment Category		
		Part-Time	Full-Time	Faculty	Classified	Admin.
District admin.	2.2	2.7	2.1	2.4	2.0	2.4
SCC/SFCC/ IEL admin.	3.1	3.3	3.0	3.3	2.8	3.4
Immediate supervisor	3.2	3.6	3.1	3.2	3.2	3.5
Yourself	3.8	3.9	3.7	3.9	3.7	3.6

- Communication Skills

The employees rate their own communication skills as the best. Immediate supervisors and SCC/SFCC/IEL administrators are perceived to be somewhat good in their communication skills. The district administration is rated lower than the other organizational levels with respect to their communication skills.

SCC/SFCC/IEL administrators are perceived to have better communication skills by members of the faculty and the administration. (The classified staff rates SCC/SFCC/IEL administrators lower in their skills.)

Those employees who have been at CCS fewer than three years tend to view the communication skills of the district administration better (3.0) than do older employees (2.4 and 2.3 for those who have been at CCS three to five years, and more than five years, respectively).

Level of Communication Skills

		Employment Category		
	Total	Faculty	Classified	Admin.
District admin.	2.5	2.6	2.3	2.4
SCC/SFCC/ IEL admin.	3.1	3.3	2.9	3.5
Immediate supervisor	3.3	3.3	3.3	3.5
Yourself	3.8	3.9	3.8	3.6

- Human Relations Skills

Surveyed employees rate their own human relations skills as the best. They view their immediate supervisors and the SCC/SFCC/IEL administrators as possessing somewhat satisfactory levels of human relations skills. Employees believe the district administration's human relations skills are less satisfactory.

Part-time employees and those who have been at CCS fewer than three years have more favorable attitudes towards the district administrator's level of human relations skills than do the full-time employees and those who have been employed by CCS more than three years.

Level of Human Relations Skills

	Total	Status		Length of Service		
		Part-Time	Full-Time	Under 3 Yrs.	3-5 Yrs.	Over 5 Yrs.
District admin.	2.3	2.7	2.2	2.7	2.2	2.2
SCC/SFCC/ IEL admin.	3.2	3.2	3.2	3.3	3.2	3.2
Immediate supervisor	3.3	3.6	3.3	3.5	3.5	3.3
Yourself	3.9	4.0	3.9	3.9	4.0	3.9

- Effectiveness of Listening Skills

Employees of CCS perceive the effectiveness of their own listening skills as the best. They view the effectiveness of their immediate supervisors and the SCC/ SFCC/IEL administrators to be somewhat good. Surveyed employees view less favorably the effectiveness of the listening skills of the district administration.

Part-time and new employees tend to have more favorable perceptions of the district administration's listening skills (2.6 for those who have been CCS employees fewer than three years; 2.1 for older employees).

Effectiveness of Listening Skills

	Total	Status	
		Part-Time	Full-Time
District admin.	2.2	2.5	2.1
SCC/SFCC/ IEL admin.	3.1	3.1	3.1
Immediate supervisor	3.4	3.8	3.3
Yourself	3.9	4.0	3.8

- Recognition and Respect

Employees find the level of respect individuals receive from their immediate supervisors and from SCC/SFCC/IEL administrators more satisfactory than from district administrators.

Employees' immediate supervisors and SCC/SFCC/IEL administrators are perceived to be more respectful of the employees' positions than is the district administration.

Similarly, immediate supervisors and SCC/SFCC/IEL administrators are perceived to recognize their employees' individual accomplishments more than does the district administration.

Respect and Recognition

	District Admin.	SCC/SFCC/ IEL Admin.	Immediate Supervisor
Respect for individuals	2.5	3.4	3.6
Respect for your position	2.5	3.2	3.5
Recognition of individual accomplishments	2.3	2.9	3.2

- Effectiveness of Alternative Means of Communication

Altogether, individual communication is perceived as the more effective means of communication; group communication is perceived to be less effective.

Community Colleges of Spokane employees rate themselves as the best in terms of group and individual communications. Immediate supervisors and SCC/SFCC/IEL administrators are perceived to be almost equally effective in their group and individual communications. The district administration is viewed as being less effective.

With very little exception, employees normally rate one-on-one, face-to-face communication as more effective. That is human nature. In the area of written communication, CCS employees tend to feel positive about the value of this kind of communication.

Group and Individual Communications

	District Admin.	SCC/SFCC/ IEL Admin.	Immediate Supervisor	Yourself
Group communications	2.4	3.0	3.2	3.6
Individual, formal communications	2.4	3.2	3.5	4.0
Individual, informal communications	2.5	3.4	3.6	4.1

- Effectiveness of Written Means of Communication

  Surveyed employees consider themselves the most effective in written communication (3.7). They perceive their immediate supervisors (3.4); SCC/SFCC/IEL administrators (3.2), and district administrators as less effective (2.9) in their written communications.

  As can be seen from the following table, the quarterly class schedules are considered to be effective channels of communication (3.4).

  "On The Inside" is believed to be another somewhat effective means of communication (3.2).

  Bulletin-board postings are not considered an effective means of written communication (2.5). Part-time employees consider bulletin-board postings to be more effective than do full-time employees. Considering the nature and schedule of part-time employment, this is not a surprising finding.

- Delivery System

  First-class mail is considered the most efficient item in the mail distribution service (rated 3.6 on the average).

  District office and SFCC employees rate inter-campus mail higher (4.1 and 3.6, respectively) than do IEL and SCC employees (3.3 and 3.1, respectively).

Effectiveness of Written Means of Communication

	Total	Area of Employment				Status	
		IEL	SCC	SFCC	District	Part-Time	Full-Time
Bulletin-board postings	2.5	2.4	2.3	2.7	2.6	3.0	2.4
"On The Inside"	3.2	2.9	3.1	3.5	3.2	3.2	3.2
Quarterly class schedules	3.4	3.6	3.1	3.4	3.9	3.6	3.3

- Other Communication-Related Items

  Employees' ratings of the communication to them of new decisions, and their awareness of job openings, are low (2.4 and 2.5, respectively).

  Part-time faculty tend to be more satisfied than full-time faculty with the communication of new decisions.

  Members of the administration are more satisfied than the faculty and the classified staff with their awareness of job openings.

  The effectiveness of employee associations such as unions in voicing employee interests is rated as 2.7. The faculty believes in the unions' effectiveness more than do the classified staff or the administration.

  The attitudes of SCC, SFCC, and IEL towards one another are perceived to be somewhat unfavorable.

Effectiveness of Other Communication-Related Items

	Total	Status		Employment Category		
		Part-Time	Full-Time	Faculty	Classified	Admin.
Communication of new decisions	2.4	2.6	2.3	2.5	2.2	2.3
Awareness of job openings	2.5	2.5	2.4	2.4	2.3	2.9
Effectiveness of employee associations/unions in voicing employee interests	2.7	2.7	2.7	3.2	2.2	2.6
Attitudes of SCC/SFCC/IEL towards one another	2.6	2.7	2.5	2.7	2.5	2.2

Fulfilling Goals

Community Colleges of Spokane is perceived to be fulfilling its mission and goals. Surveyed employees consider this institution to be equally successful in meeting the needs of business and industry, providing community service opportunities, and meeting the needs of academic/transfer education.

Fulfilling Goals

		Employment Category			Length of Service		
	Total	Faculty	Classified	Admin.	Under 3 Yrs.	3-5 Yrs.	Over 5 Yrs.
Fulfilling CCS's mission/goals	3.6	3.7	3.3	3.7	3.7	3.5	3.5
Meeting the needs of business/ industry	3.7	3.7	3.5	3.7	3.9	3.5	3.6
Providing community service opportunities	3.7	3.8	3.6	3.8	3.9	3.6	3.7
Meeting the needs of academic/ transfer education	3.6	3.7	3.5	4.2	3.7	3.6	3.6
Ability to respond to change	3.1	3.2	3.0	3.2	3.3	3.3	3.0
Coordination of scheduling & class offerings for SCC, SFCC & IEL	2.8	2.7	2.9	2.3	3.2	2.8	2.6

* The ratings detailed in this table are, with the exception of the bottom two, exceptional when compared to other ratings given by the same employees. In general, there are very strong positive feelings about the achievement of the organization's mission and goals. What is not known is how these employee ratings compare to actual ratings of the various publics. That information was not collected as a part of this study.

CCS's ability to respond to change is perceived to be average (3.1 on a five-point scale). The coordination of scheduling and class offerings for SCC, SFCC, and IEL is somewhat below average.

- Services to Students

  CCS employees rate as 2.7 the accuracy of information given to students prior to enrollment. They rate the effectiveness of job placement services as 3.0.

  Older employees tend to find the accuracy of the information given to students prior to enrollment less satisfactory than the newer employees.

  The faculty and the classified staff find the job-placement services slightly more effective than do the CCS administrators.

  SCC employees tend to perceive the information given to students to be less accurate (2.6) than do the district office employees (3.0) IEL employees rate the accuracy of information as 2.8 and SFCC employees as 2.9, neither of which is significantly different from the ratings of SCC or district employees.

Services to Students

		Employment Category			Length of Service		
	Total	Faculty	Classified	Admin.	Under 3 Yrs.	3-5 Yrs.	Over 5 Yrs.
Accuracy of information to students prior to enrollment	2.7	2.8	2.7	3.0	3.1	2.8	2.6
Job placement for students	3.0	3.1	3.0	2.6	3.1	3.0	3.0

- Recognition from Community

On the average, CCS employees believe the institution is properly recognized by the public-at-large and the area high schools. They perceive the recognition and respect paid to Community Colleges of Spokane by four-year institutions to be slightly less.

These findings are important because they indicate employees' positive perceptions of the way CCS is viewed by the public, thus indicating their attitude toward their work as rewarding and valuable.

Recognition from Community

		Employment Category			Length of Service		
	Total	Fac-ulty	Class-ified	Admin.	Under 3 Yrs.	3-5 Yrs.	Over 5 Yrs.
Recognition & respect by area high schools	3.5	3.4	3.5	3.6	3.7	3.5	3.4
Recognition & respect by four-year institutions	3.0	3.0	2.9	3.5	3.1	3.0	3.0
Recognition & respect by area public-at-large	3.7	3.8	3.5	3.9	3.8	3.8	3.6

Job Satisfaction

- Satisfaction with Job Assignments and Job Security

On the average, employees find their immediate supervisor's job assignment to be the most proper in terms of the supervisor's background and knowledge. They rate SCC/SFCC/IEL administrator's job assignment as 3.1. Jobs at the district administration level are perceived to be less appropriately assigned.

In general, the classified staff are the least satisfied with job assignments, while members of the administration are the happiest.

Job Assignment in Terms of Background/Knowledge*

	Total	Employment Category		
		Faculty	Classified	Admin.
District admin.	2.7	2.8	2.3	3.3
SCC/SFCC/ IEL admin.	3.1	3.2	2.8	3.4
Immediate supervisor	3.3	3.3	3.2	3.8

On the average, employees are satisfied with their own job assignments. The classified staff are, however, less satisfied with their job assignments than are the faculty or the administration.

Surveyed employees are somewhat satisfied with their job security. Part-time faculty are, however, somewhat dissatisfied with their job security. Note that the full-time faculty's average satisfaction with their job security is, in reality, more than indicated on the table on the next page (3.6). This figure (3.6) bears the impact of part-time faculty's dissatisfaction with their job security (2.6).

CCS employees rate their personal evaluation process as 2.4.

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*The table indicates employees' (faculty, classified, and administration) ratings of job assignments of district administrators, SCC/SFCC/IEL administrators, and their immediate supervisors. Ratings are on a scale of 1 to 5, with 1 being "poor" and 5 being "excellent."

Job Assignment and Job Security

	Total	Status: Part-Time	Status: Full-Time	Employment Category: Faculty	Employment Category: Classified	Employment Category: Admin.
Job assignment	3.9	3.9	3.9	4.1	3.5	4.1
Job security	3.4	2.6	3.6	3.3	3.6	3.7
Personal evaluation process	2.4	2.3	2.4	2.5	2.3	2.4

- Equipment Provided

CCS employees rate their satisfaction with equipment provided for their assignments as 3.2. SFCC employees are more satisfied with their equipment than are SCC, IEL, or district-office employees.

The level of office automation is rated as 3.0. SFCC employees are more satisfied with their level of office automation than are SCC, IEL, or district-office employees.

Equipment Provided

	Total	Area of Employment: IEL	SCC	SFCC	District Offices
Equipment provided	3.2	3.3	3.0	3.7	3.3
Level of automation	3.0	2.9	2.9	3.4	3.1

Respondents were asked to rate the responsiveness of the district administration, SCC/SFCC/IEL administrator, and their immediate supervisors to requests for supplies and equipment. Immediate supervisors are perceived the best in their responsiveness. SCC/SFCC/IEL and district administrators are considered less responsive to such requests.

Part-time employees are generally more satisfied than full-time employees with the responsiveness of various offices.

Responsiveness to Requests for Supplies/Equipment

	Total	Status	
		Part-Time	Full-Time
District admin.	2.7	3.1	2.6
SCC/SFCC IEL admin.	3.1	3.3	3.1
Immediate supervisor	3.6	3.9	3.5

- Work Environment

On the average, employee workloads are considered better than average. Part-time employees tend to be happier with their workloads than are full-time employees. The district office staff find their workloads heavier than do IEL, SCC, and SFCC employees. The level of stress is generally somewhat high (2.5 average).*

There is a great difference between the part-time and the full-time faculty with respect to stress imposed on them. While the part-time faculty indicate little stress, their full-time counterparts rate the level of stress imposed on them as rather high. However, the faculty, in general, indicate less stress associated with their jobs than do the classified staff or members of the administration.

The amount of paper work is rather high (2.2)** Part-time employees tend to find the amount of paper work required to be less than do full-time employees. The district office staff indicate higher amounts of paper work required in their assignments than do IEL, SCC, and SFCC employees. The classified staff and the administrators tend to perceive their amounts of paper work to be higher than do the faculty.

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* Rating of stress is on a scale of one to five, with one being high stress and five being low stress.

** Rating of amount of paper work is based on a scale of one to five, with one being high and five being low.

The physical work environment and the atmosphere/ organizational climate of the offices are perceived to be slightly better than average. District office employees are the least satisfied of all employees (IEL, SCC, SFCC) with these two aspects of their work environment. The part-time faculty are more satisfied than the full-time faculty with the physical work environment and organizational climate of their offices.

Work Environment

		Area of Employment				Status	
	Total	IEL	SCC	SFCC	District Office	Part-Time	Full-Time
Work load*	3.3	3.5	3.3	3.4	3.0	3.6	3.2
Level of stress**	2.5	2.5	2.4	2.6	2.2	3.4	2.2
Amount of paper work**	2.2	2.3	2.3	2.3	1.9	2.8	2.1
Physical work environment*	3.3	3.2	3.3	3.5	2.8	3.°5	3.2
Atmosphere/ organizational climate*	3.1	3.1	3.0	3.4	2.7	3.4	3.0

- Hiring, Training, and Promotions

The quality of people hired by the Community Colleges of Spokane is perceived to be rather satisfactory. The classified staff, however, tend to believe the people hired are of average quality, while the faculty and administration both agree the quality of people hired is above average.

Employees are somewhat dissatisfied with the consistency of hiring practices and requirements. The faculty and the administration are more satisfied than the classified staff with the consistency of hiring practices and requirements. Similarly, newer employees are more satisfied with the consistency of hiring practices and requirements. Training opportunities and staff development are perceived to be about average.

*Ratings are on a scale of 1 to 5, with 1 being "not at all satisfied" and 5 being "very satisfied."

**Ratings are on a scale of 1 to 5, with 1 being "high" and 5 being "low."

Hiring and Training Practices

	Total	Employment Category			Length of Service		
		Faculty	Classified	Admin.	Under 3 Yrs.	3-5 Yrs.	Over 5 Yrs.
Quality of people hired	3.4	3.6	3.1	3.5	3.5	3.4	3.3
Consistency of hiring practices	2.4	2.7	2.0	2.4	2.6	2.3	2.3
Consistency of hiring requirements	2.6	2.8	2.3	2.8	2.9	2.7	2.5
Training/ staff development	2.8	2.8	2.8	2.9	2.9	3.1	2.7

People in different organizational categories have different perceptions of advancement opportunities. The members of the administration are the most satisfied with these opportunities. The faculty are less satisfied with their advancement opportunities. The classified staff are the least satisfied with their opportunities.

Advancement Opportunities

Opportunity For	Total	Area of Employment			
		IEL	SCC	SFCC	District Offices
Faculty	2.5	2.0	2.4	2.9	3.1
Classified staff	2.1	1.9	2.2	2.3	1.9
Administration	3.1	2.7	3.0	3.3	3.1

- Orientation of New Employees

Part-time employees are more dissatisfied with new employees' orientation than are full-time employees. In fact, the orientation of the part-time faculty is perceived, by most employees, to be unsatisfactory.

Orientation of New Employees

	Total	Status	
		Part-Time	Full-Time
Orientation of new employees	2.9	2.4	3.0
Orientation of part-time faculty	2.2	2.1	2.2

Allocation of Resources

Employees are somewhat dissatisfied with resource allocation to SCC, SFCC, IEL, and the district office. While resource allocation to SFCC is considered the most satisfactory, that to the district office is perceived least satisfactory.

Members of the administration are more dissatisfied with resource allocations to IEL and the district office than are faculty and the classified staff.

Satisfaction with Resource Allocation***

	Total	Employment Category		
		Faculty	Classified	Admin.
Resource allocation to SCC	2.7	2.5	2.8	2.9
Resource allocation to SFCC	2.9	2.9	2.9	3.0
Resource allocation to IEL	2.6	2.6	2.7	2.1
Resource allocation to district office	2.5	2.4	2.6	2.1

When asked if there was a division or department that received insufficient resources, two-thirds of the employees responding felt there was. However, the areas identified did not fit any patterns. The three areas most often identified as receiving inadequate resources were IEL (22 mentions), Electronics (11 mentions), and Student Services (15 mentions).*

When asked if there was a division or department that received excessive resources, almost two-thirds (74%) of the administrators that responded said yes, but less than half (48%) of the faculty responding said yes. The three areas most often identified as receiving excessive resources were District Office (42 mentions), Athletics (38 mentions) and IEL (27 mentions).**

Foundation

The responsiveness of the Foundation in meeting needs is rated 2.9. Although the employees are not dissatisfied with it, they are not overly satisfied either.

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*Based on responses to Q.58 (see "questionnaire" in Appendix).

**Based on responses to Q.59 (see Appendix).

***Based on responses to Q.54,55,56 and 57 (see Appendix).

Class Schedules

Surveyed employees were asked the following question:

"Should the various quarterly class schedules in Spokane County (SCC/SFCC credit, IEL non-credit, North Spokane, West Spokane, Valley) be consolidated into one?"

Almost one-half (47%) say yes; 39% say no. Fourteen percent (14%) did not respond.

Those who disagree with the consolidation of schedules (182 people) are then asked whether these schedules should continue to be published separately. The majority (95%) say yes; 3% say no. Two percent (2%) did not respond.

Areas of Interest

Respondents were asked to identify their ten most important areas of interest by indicating the sequential numbers of the survey questions addressing those areas. Although there does not appear to be a concensus on the issues when the data is collapsed, there are very significant issues within several of the employee groups.

The following are the ten most frequently mentioned topic areas.*

Q. Number	Question	Percent Mentioning
6.A	Level of respect for individuals by the district administration.	19%
Q.40	Advancement opportunities for classified staff.	18
Q.36	Equipment provided for your assignment.	17
Q.22	Attitudes of SCC/SFCC/IEL toward one another.	17
Q.43	Consistency of hiring practices.	16
Q.35	Your workload.	15
Q.19	Communication of new decisions.	15
Q.48	Level of stress imposed by your job.	15
Q.7A	Level of respect for your position by the district administration.	14
Q.46	Training/staff development.	14

The other questions, with 14% of respondents mentioning them as areas of interest, are:

Q.53	Personal evaluation process.	14
Q.38	Atmosphere/organizational climate.	14
Q.2A	Openness to comments and criticism of the district administration.	14

* See Appendix for a copy of the questionnaire.

APPENDIX

QUESTIONNAIRES

PHASE 1

GMA Research Corporation
Headquarters
11808 Northup Way
Bellevue, Washington 98005
(206) 827-1251

July 30, 1984

RESEARCH&MORE.GMA.™

Dear Employee:

Community Colleges of Spokane has commissioned GMA Research Corporation, an independent public opinion and research firm, to conduct an in-house opinion survey. The study has the commitment of the District Chief Executive Officer, the College Presidents, and the Executive Dean of the Institute for Extended Learning. The results will be shared with all employees and appropriate action committees will be formed to deal with the recommendations.

Community Colleges of Spokane, using a needs assessment task force, has been involved in continuing needs assessment studies since 1978. Current and former students, as well as the public at large, have been surveyed. During 1984-85, community college personnel will be a major focus area.

Your ideas are needed to help determine the future directions of the Community Colleges, to evaluate the current level of awareness and understanding of college programs and services, and to seek the most effective internal communications systems.

This open-ended questionnaire is the first part of a three-phase study by GMA Research Corporation. The ideas and information you provide us will be used to carry out the second phase of the project. During the fall of 1984, several discussion groups will be conducted with faculty, staff and administrators to further explore the ideas and issues you have identified. The results of the first and second phases will serve as input to the development of a comprehensive questionnaire which will be mailed to all employees.

Please take the next few minutes to complete the attached questionnaire and return to GMA Research Corporation by August 27. **ALL REPLIES WILL BE KEPT STRICTLY CONFIDENTIAL. YOU WILL NOT BE ASSOCIATED PERSONALLY WITH YOUR RESPONSES.**

Thank you, in advance, for your cooperation.

Sincerely,

GMA RESEARCH CORPORATION
(206) 827-1251

J. Mike Dunn
Account Executive

Peggy Jung
Project Manager

Attachment

QUESTIONNAIRE INSTRUCTIONS

In the space provided below, list the issues you would like the research to address. Please consider such topics as:

- The strengths and weaknesses of internal communications at Community Colleges of Spokane.
- The employees' image of Community Colleges of Spokane.
- The effectiveness of Community Colleges of Spokane's delivery system of programs and services to the public.
- The success of the Community Colleges of Spokane in meeting its educational mission and goals.
- The impact of interpersonal relationships and job satisfaction on staff at Community Colleges of Spokane.
- The future directions for Community Colleges of Spokane.

PHASE 3

BEST COPY AVAILABLE

GMA RESEARCH CORPORATION

Community Colleges of Spokane Employee Survey

Dear Employee:

Community Colleges of Spokane has commissioned GMA Research Corporation, an independent public opinion research firm to conduct an in-house opinion survey. You may recall the questionnaire mailed to you in July 1984; and you may have participated or heard about several discussion groups held with your peers last month. This questionnaire is the instrument for the final phase of this three-phased study.

This study has the commitment of the district chief executive officer, the college presidents and the executive dean of the Institute for Extended Learning. The results will be shared with all employees and appropriate action committees will be formed to deal with the recommendations.

Please take a few minutes to complete the questionnaire and return it to GMA Research Corporation. ALL REPLIES WILL BE KEPT STRICTLY CONFIDENTIAL.

Thank you for your cooperation.

Sincerely,

GMA RESEARCH CORPORATION

J. Mike Dunn
Account Executive

JMD:sm

GENERAL INSTRUCTIONS:

Please complete the questionnaire with a dark pen or pencil by circling the numbers that correspond to your answers. Disregard the numbers in ( ) as they are for computer use only.

When you have completed the questionnaire, fold it in half with the pre-paid mailing label facing out, and staple or tape it closed.

IF YOU HAVE ANY QUESTIONS, PLEASE CALL GMA RESEARCH AT (206) 827-1251 AND ASK FOR MIKE DUNN, SASAN NOAZIN, OR PEGGY JUNG. PLEASE PLACE IN THE MAIL TO GMA RESEARCH CORPORATION AS SOON AS POSSIBLE, PREFERABLY WITHIN THE NEXT WEEK.

BEST COPY AVAILABLE

(1) (2) (3) (4) (5) 1

INTERNAL COMMUNICATION AND RELATIONSHIPS

Please rate the district administration, college administration and your immediate supervisor on the following characteristics using the scale provided. Please circle the appropriate number on each scale.

	Poor			Excellent		Don't Know	
1. Responsiveness to new ideas							
A. District administration	1	2	3	4	5	X	(6)
B. SCC/SFCC/IEL administration	1	2	3	4	5	X	(7)
C. Immediate supervisor	1	2	3	4	5	X	(8)
D. Yourself	1	2	3	4	5	X	(9)
2. Openness to comments and criticism							
A. District administration	1	2	3	4	5	X	(10)
B. SCC/SFCC/IEL administration	1	2	3	4	5	X	(11)
C. Immediate supervisor	1	2	3	4	5	X	(12)
D. Yourself	1	2	3	4	5	X	(13)
3. Level of communication skills							
A. District administration	1	2	3	4	5	X	(14)
B. SCC/SFCC/IEL administration	1	2	3	4	5	X	(15)
C. Immediate supervisor	1	2	3	4	5	X	(16)
D. Yourself	1	2	3	4	5	X	(17)
4. Level of human relation skills							
A. District administration	1	2	3	4	5	X	(18)
B. SCC/SFCC/IEL administration	1	2	3	4	5	X	(19)
C. Immediate supervisor	1	2	3	4	5	X	(20)
D. Yourself	1	2	3	4	5	X	(21)
5. Responsiveness to requests for supplies and equipment							
A. District administration	1	2	3	4	5	X	(22)
B. SCC/SFCC/IEL administration	1	2	3	4	5	X	(23)
C. Immediate supervisor	1	2	3	4	5	X	(24)
6. Level of respect for individuals							
A. District administration	1	2	3	4	5	X	(25)
B. SCC/SFCC/IEL administration	1	2	3	4	5	X	(26)
C. Immediate supervisor	1	2	3	4	5	X	(27)
7. Level of respect for your position							
A. District administration	1	2	3	4	5	X	(28)
B. SCC/SFCC/IEL administration	1	2	3	4	5	X	(29)
C. Immediate supervisor	1	2	3	4	5	X	(30)

	Poor				Excellent	Don't Know	
8. Recognition of individual accomplishments							
A. District administration	1	2	3	4	5	X	(31)
B. SCC/SFCC/IEL administration	1	2	3	4	5	X	(32)
C. Immediate supervisor	1	2	3	4	5	X	(33)
9. Job assignments in terms of background and knowledge							
A. District administration	1	2	3	4	5	X	(34)
B. SCC/SFCC/IEL administration	1	2	3	4	5	X	(35)
C. Immediate supervisor	1	2	3	4	5	X	(36)
10. Effectiveness of group communication (meetings, etc.)							
A. District administration	1	2	3	4	5	X	(37)
B. SCC/SFCC/IEL administration	1	2	3	4	5	X	(38)
C. Immediate supervisor	1	2	3	4	5	X	(39)
D. Yourself	1	2	3	4	5	X	(40)
11. Effectiveness of individual formal communication (one-on-one)							
A. District administration	1	2	3	4	5	X	(41)
B. SCC/SFCC/IEL administration	1	2	3	4	5	X	(42)
C. Immediate supervisor	1	2	3	4	5	X	(43)
D. Yourself	1	2	3	4	5	X	(44)
12. Effectiveness of individual informal communication (one-on-one)							
A. District administration	1	2	3	4	5	X	(45)
B. SCC/SFCC/IEL administration	1	2	3	4	5	X	(46)
C. Immediate supervisor	1	2	3	4	5	X	(47)
D. Yourself	1	2	3	4	5	X	(48)
13. Effectiveness of written communication							
A. District administration	1	2	3	4	5	X	(49)
B. SCC/SFCC/IEL administration	1	2	3	4	5	X	(50)
C. Immediate supervisor	1	2	3	4	5	X	(51)
D. Yourself	1	2	3	4	5	X	(52)
14. Effectiveness of listening skills							
A. District administration	1	2	3	4	5	X	(53)
B. SCC/SFCC/IEL administration	1	2	3	4	5	X	(54)
C. Immediate supervisor	1	2	3	4	5	X	(55)
D. Yourself	1	2	3	4	5	X	(56)

Please rate how you feel about the following communication-related items. Using the scales below, please circle the appropriate number.

	Poor				Excellent	Don't Know	
15. Effectiveness of bulletin board postings	1	2	3	4	5	X	(57)
16. Effectiveness of "On the Inside" newsletter	1	2	3	4	5	X	(58)
17. Effectiveness of mail distribution system							
A. First class mail	1	2	3	4	5	X	(59)
B. Intercampus mail	1	2	3	4	5	X	(60)
C. Newsletters	1	2	3	4	5	X	(61)
18. Effectiveness of quarterly class schedules	1	2	3	4	5	X	(62)
19. Communication of new decisions	1	2	3	4	5	X	(63)
20. Awareness of job openings	1	2	3	4	5	X	(64)
21. Effectiveness of employee associations/unions in voicing employee interests	1	2	3	4	5	X	(65)
22. Attitude of SCC/SFCC/IEL toward one another	1	2	3	4	5	X	(66)

EFFECTIVENESS OF COMMUNITY COLLEGES OF SPOKANE MEETING ITS MISSION AND GOALS

Please rate Community Colleges of Spokane on the following items:

	Poor				Excellent	Don't Know	
23. Fulfilling its mission and goals	1	2	3	4	5	X	(67)
24. Meeting the needs of business and industry	1	2	3	4	5	X	(68)
25. Providing community service opportunities	1	2	3	4	5	X	(69)
26. Meeting the needs of academic/ transfer education	1	2	3	4	5	X	(70)
27. Job placement for students	1	2	3	4	5	X	(71)
28. Recognition and respect by area high schools	1	2	3	4	5	X	(72)
29. Recognition and respect by area four-year institutions	1	2	3	4	5	X	(73)
30. Recognition and respect by area public-at-large	1	2	3	4	5	X	(74)
31. Ability to respond to change	1	2	3	4	5	X	(75)
32. Coordination of scheduling and class offerings for SCC, SFCC and IEL	1	2	3	4	5	X	(76)
33. Accuracy of information given to students prior to enrollment	1	2	3	4	5	X	(77)

(1) (2) (3) (4) (2 5)

JOB SATISFACTION, CAREER ADVANCEMENT AND HIRING PROCEDURES

Please indicate your level of satisfaction with the following items:

	Not At All Satisfied				Very Satisfied	Don't Know	
34. Your job assignment	1	2	3	4	5	X	(6)
35. Your work load	1	2	3	4	5	X	(7)
36. Equipment provided for your assignment	1	2	3	4	5	X	(8)
37. Your physical work environment	1	2	3	4	5	X	(9)
38. Atmosphere/organizational climate	1	2	3	4	5	X	(10)
39. Level of office automation	1	2	3	4	5	X	(11)
40. Advancement opportunities for classified staff	1	2	3	4	5	X	(12)
41. Advancement opportunities for faculty	1	2	3	4	5	X	(13)
42. Advancement opportunities for administrators	1	2	3	4	5	X	(14)
43. Consistency of hiring practices	1	2	3	4	5	X	(15)
44. Consistency of hiring requirements	1	2	3	4	5	X	(16)
45. Quality of people hired	1	2	3	4	5	X	(17)
46. Training/staff development	1	2	3	4	5	X	(18)

Please rate the level or amount of the following:

	High				Low	Don't Know	
47. Amount of paperwork	1	2	3	4	5	X	(19)
48. Level of stress imposed by your job	1	2	3	4	5	X	(20)

GENERAL ITEMS

Please rate your level of satisfaction with the following:

	Not At All Satisfied				Very Satisfied	Don't Know	
49. Responsiveness of foundation in meeting needs	1	2	3	4	5	X	(21)
50. Job security	1	2	3	4	5	X	(22)
51. Orientation of new employees	1	2	3	4	5	X	(23)
52. Orientation of part-time faculty	1	2	3	4	5	X	(24)
53. Personal evaluation process	1	2	3	4	5	X	(25)
54. Resource allocation to SCC	1	2	3	4	5	X	(26)
55. Resource allocation to SFCC	1	2	3	4	5	X	(27)
56. Resource allocation to IEL	1	2	3	4	5	X	(28)
57. Resource allocation to district office	1	2	3	4	5	X	(29)

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58. Is there a division or department that receives insufficient resources?

1 Yes 2 No (30)
If yes, please identify _____

59. Is there a division or department that receives excessive resources?

1 Yes 2 No (31)
If yes, please identify _____

60. Should the various quarterly class schedules in Spokane County (SCC/SFCC credit, IEL non-credit, North Spokane, West Spokane, Valley) be consolidated into one?

1 Yes 2 No (32)

61. If no, should they continue to be published separately as listed above?

1 Yes 2 No (33)

62. If no, please indicate suggestions for change.

_____ (34)

_____ (35)

IMPORTANT ISSUES

63. Please take a moment to review the questionnaire and circle up to ten question numbers below which cover the issues that are most important to you. Keep in mind that action committees will be formed to address the issues identified as being important. Circle the code to the left of the question numbers.

	Code	Question Number		Code	Question Number		Code	Question Number		Code	Question Number
(36)	1	1A	(38)	1	7C	(40)	1	14B	(42)	1	34
	2	1B		2	8A		2	14C		2	35
	3	1C		3	8B		3	14D		3	36
	4	1D		4	8C		4	15		4	37
	5	2A		5	9A		5	16		5	38
	6	2B		6	9B		6	17A		6	39
	7	2C		7	9C		7	17B		7	40
	8	2D		8	10A		8	17C		8	41
	9	3A		9	10B		9	18		9	42
	0	3B		0	10C		0	19		0	43
	X	3C		X	10D		X	20		X	44
	Y	3D		Y	11A		Y	21		Y	45
(37)	1	4A	(39)	1	11B	(41)	1	22	(43)	1	46
	2	4B		2	11C		2	23		2	47
	3	4C		3	11D		3	24		3	48
	4	4D		4	12A		4	25		4	49
	5	5A		5	12B		5	26		5	50
	6	5B		6	12C		6	27		6	51
	7	5C		7	12D		7	28		7	52
	8	6A		8	13A		8	29		8	53
	9	6B		9	13B		9	30		9	54
	0	6C		0	13C		0	31		0	55
	X	7A		X	13D		X	32		X	56
	Y	7B		Y	14A		Y	33		Y	57

ERIC CLEARINGHOUSE
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